schools for the benefit of those who had special aptitude for such studies and for those who might take up the studies after having received a course of instruction in ordinary schools. People should be encouraged to open such schools by giving suitable grants.

The course of studies for girls in Vernacular Middle Schools should be different from that for boys. Besides music, hygiene, etc., the girls should have instruction in such subjects as cookery, gardening and first aid so as to make them good housewifes.

The necessity for appointing as Inspectress only those who had a good knowledge of Malayalam was then pointed out. Men teachers in Girls' Schools should be transferred to Boys' Schools as opportunities arose. The pay of teachers in Vernacular Boys' and Girls' Schools and in English Schools was different even though they had the same educational qualifications. Their pay should therefore be equalised.

The inspection of schools should be made more efficient, and as an instance of delinquency on the part of the Inspector, he pointed out that the Malayalam schools, boys' as well as girls', at Mannar were not inspected even once a year.

The teachers in Malayalam Schools should receive training in methods of teaching. Trained teachers were very few and it was of the utmost importance that special attention should be paid to this matter. There was disparity between the stipends given to teachers taken for training from departmental English Schools and from private schools. This also should be equalised by fixing the amount of the stipend at Rs. 15 or Rs. 20 and by making instruction free.

In regard to the question of Teachers' Provident Fund, he suggested that the contribution of the Government should be enhanced to an amount equal to that provided by the teachers and the managers together. The rate of interest being low, it should also be enhanced to 9 per cent. per annum or the Government should permit the investment of the funds in private banks approved by the Government.

DEWAN'S REPLY: Mr. Raman Pillai, in regard to the general points you took up in your representation, they are all matters of importance which will have to be taken up in connection with the general educational policy of the State: these are matters which I have outlined in my remarks in reference to education at the opening address. So I do not propose to say anything further about them now.

2. In regard to the more particular points you raised, such as the equalisation of fee instalments, the position of certain L. T.'s, the question of building grants, and your last reference to provident funds—these will be communicated to the Director of Public Instruction for remarks and advice.

86. The present educational system.

Mr. K. M. MAMMEN MAPPILLAI (*Member, Municipal Council, Tiruvalla*) said that much of what he had to say had already been said in paragraphs 26 and 27 of the Dewan's address to the current session of the Assembly. He said that he had carefully read paragraph 26 of the address on the subject of unemployment and that he fully agreed with the Dewan in his views. What he had to say in the matter was that the normal growth of the boys' minds was stunted by the steel frame of the present day educational system. The system was also responsible for the growing menace of unemployment. He congratulated the Dewan on his appraisement of the attitude of the people in the matter and requested that a committee to suggest measures for a thorough overhauling of the system might be appointed as early as possible. The Committee, he said, should be composed of members who had a knowledge of the practical side of education.

He then pointed out the indiscipline among the students appearing for the Vernacular Higher Examination. The reason for this was that in the case of these students no definite period of attendance in the school was insisted upon. The students in the 8th and 9th classes should therefore be insisted to in their term of attendance before they were allowed to appear for the examination.

LIBRARY ARCHIVES Kerala Legislative Assembly

The teachers of English in Vernacular Schools who had passed the English School Final Examination were not given a fair chance to train themselves in the methods of teaching. At least 25 teachers from Malayalam Schools should therefore be selected annually for training.

He advocated the equalisation of the pay of teachers who had passed the English School Final Examination in English and Vernacular Schools. He also considered it necessary to promote such teachers from the Vernacular School branch to the English School branch as vacancies occurred. Recruitment to the departmental schools from among the teachers employed in private schools would be a source of encouragement to those teachers and the managers of private schools. At least one third of the recruitment to departmental schools should be so made.

He then touched upon the subject of vocational education and suggested that weaving should be made an optional subject in Vernacular Schools.

The next point taken up for consideration was the pay of teachers in Vernacular Schools. Under the existing system, promotions were regulated according to the class which they were in charge of. The teachers had to wait long for a promotion. Time-scale of pay would be the proper remedy.

As an encouragement to the drawing masters and drill masters in Vernacular Schools, they should be promoted to the English School branch as vacancies arose.

He then spoke about the need for a change in the system of female education and for arranging educational exhibitions. Employment of cinema was recommended as a very helpful medium for teaching History, Geography, and other subjects. These and other matters should be taken up by the committee proposed by him and he urged that it should be appointed without any delay.

DEWAN'S REPLY: Mr. Mammen Mappillai, such of the points you have represented as can possibly be taken up and considered without trenching upon broad principles or general arrangements will be referred to the Director of Public Instruction for his remarks. The other matters will receive the attention of the Government in due course.

87. Compulsory Primary Education.

MR. ERAVI GOVINDAN (*Member, Changanachery taluk, Group I*) advocated the urgent necessity for making primary education compulsory. He observed that, though Travancore was occupying the front rank in India in the matter of education, according to the census of 1921 only 279 per mille of its population were literate. This was not a matter for congratulation when the progress made in other countries outside India was taken into consideration. Although the Government had been enthusiastic for some time in this matter, he observed a slackness in their efforts during the past one or two years. The number of schools and of pupils was on the decrease during the period. People had realised that the study up to the seventh class in Vernacular Schools was of no good and therefore turned their boys towards English education after a period of study in the Vernacular Schools. But even that was not useful, so much so that people were beginning to set their face against education of any kind. At such a juncture as this it must be the duty of the Government to provide additional facilities and adequate encouragement for education of the right sort.

In Travancore, the parents were bound by law to provide their children with food and raiment until they attained majority, but not so as regards their education. The Government should therefore adopt a policy by which primary education should be imparted compulsorily to all the children in the State. Such a policy would be a fitting culmination of the policy of free primary education which the Government had already adopted.

It might be apprehended that the adoption of such a policy would entail additional expenditure. But it is an undisputed fact that the aided schools could manage with 50 per cent. of the amount now spent by the Government on departmental schools; and when primary education was made compulsory, the number of aided schools might be increased so as to avoid additional expenditure. It would be sufficient if private agencies were adequately encouraged in the matter of grant-in-aid,

LIBRARY ARCHIVES Kerala Legislative Assembly